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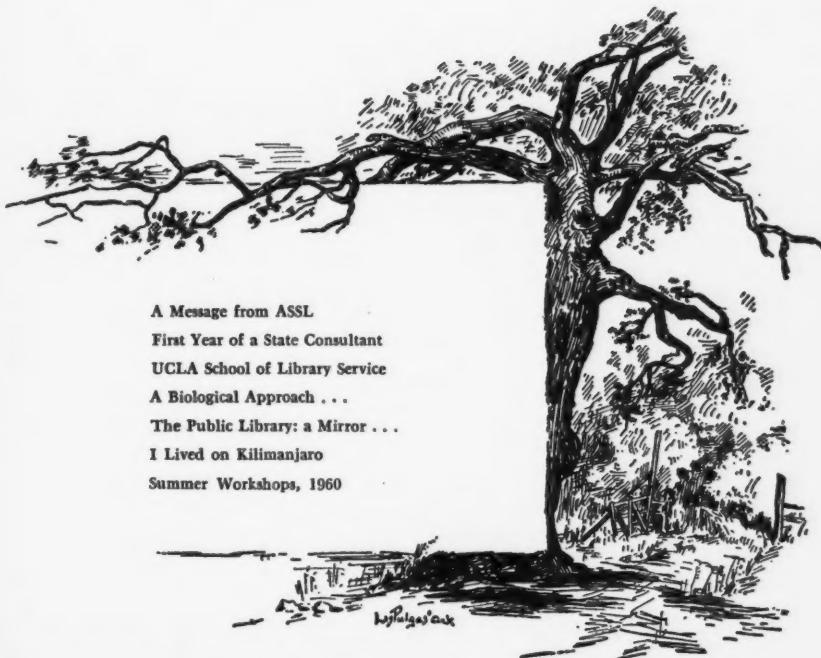
LIBRARY SCIENCE
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BULLETIN

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Vol. 32, No. 1

November, 1960



A Message from ASSL
First Year of a State Consultant
UCLA School of Library Service
A Biological Approach . . .
The Public Library: a Mirror . . .
I Lived on Kilimanjaro
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Indexed in LIBRARY LITERATURE

VOLUME 32, NUMBER 1

NOVEMBER, 1960

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A MESSAGE FROM THE PRESIDENT OF ASSL

TO THE MEMBERS OF THE SCHOOL
LIBRARY ASSOCIATION OF CALIFORNIA:

It is with a great deal of pleasure and professional pride that I bring you greetings from the American Association of School Librarians, a Division of the American Library Association and a Department of the National Education Association. This is the new name of our national library association since the NEA, at its annual conference in Los Angeles on June 30, voted affiliation and departmental status to ASSL. School librarians may now look forward to new areas of collaboration with our fellow educators. It is of interest to note that the NEA platform includes in its statement of goals the item: "Adequate library resources as an integral part of every school and college." It was hoped that a single dues structure could be arranged for school librarians who belong to both ALA and NEA. This is not yet possible. However, school librarians are both teachers and librarians and have a responsibility toward both professional associations. At the present time we must continue our dual memberships and I urge your membership in both ASSL and NEA so that you may participate fully in the expanding activities of both groups.

With the recent grant from the Council of Library Resources, the implementation of the *Standards for School Library Programs* assumes tremendous proportions. While direction is at the national level, the primary responsibility for implementation rests with each librarian. We are hopeful that the standards will serve as a guide and check list against which we can measure our library resources and services, and reach new goals of achievement. We urge you to study the program for school libraries as

Elizabeth O. Williams is Head Supervisor of the Library Section of the Los Angeles City Schools as well as President of ASSL for 1960-1961.



Elizabeth O. Williams

outlined in the *Standards* and appraise your school library with your administrators so that you may achieve the aggressive school library service that quality education demands.

New directions in education, the pursuit of excellence, new definitions of the classroom and flexible ways of organizing the school day with space for individual research and individualized instruction — all involve the services of the library and are a stimulating challenge to librarians in both school and public libraries.

Recruitment of future librarians from qualified students should be a primary concern of all of us as the new educational methods make increasing demands on our library resources and services. We hope that a state wide California association of student assistants may, in the near future, have a place on the national committee roster of state associations.

Plans are well advanced to bring about better communication between

Concluded on page 6.

THE FIRST YEAR OF A STATE CONSULTANT

by Mildred Brackett

Being California's first school library consultant is a tremendous responsibility. If I had not had such wonderful help, cooperation, and encouragement from the members of SLAC during the first six months, I could never have found the courage to accept the appointment to continue in the position. I am very much aware that if it had not been for the hard work of many members of SLAC, the school library consultant position would never have existed, and it is only with the continued help and support of every member that the service can develop and fulfill its potential. I am most grateful for the opportunity to serve in this exciting and challenging position.

This report is not one of accomplishments, but rather a progress report on the efforts of the first months in the history of a new service. From a very crowded schedule I have attempted to select some of the activities that would be most interesting to the members of SLAC. Although there is little mention of working with SLAC, actually this has occupied a considerable amount of time, as has also visiting some of the colleges and universities offering the preparation for the librarianship credential. These seemed to be the activities with which school librarians already would be most familiar, so they have been omitted here.

One of the very few specific assignments I have received in the State Department of Education was on the first day, when I was asked to write a statement covering "proposed objectives, philosophy, problems, and guidelines for the consultant in school library education" for use in the State

Mildred Brackett, who served last year as temporary State Consultant in School Library Education, has been confirmed as the permanent occupant of this position. From 1950 until she became our first consultant, Miss Brackett was Director of Library Services in the Office of the Sacramento County Superintendent of Schools.

Department of Education. At that time, the long range goals of the service were defined as follows:

- A. To provide enriched educational experience for children and young people by increasing the quantity and quality of school library service to schools.
- B. To interpret the role of the school library and school librarian in the educational program.
- C. To give more status to school librarians and to school librarianship as a profession.
- D. To promote cooperation between all types of libraries for the improvement of all library services.

In more specific terms, the following areas of activity and special projects were identified as either crucial needs or as offering the best opportunities for progress toward improving school library services:

- A. Answering of all requests for assistance on library problems.
- B. Presentation and interpretation of the American Library Association publication to be available in February, *Standards for School Library Programs*.
- C. Revision of California Standards for school libraries.
- D. Liaison activities with colleges and universities offering programs leading to the school library credential.
- E. Liaison responsibility between the School Library Association of California and the State Department of Education in matters of credentialing, standards, accreditation, code provisions, and other concerns of school librarians.
- F. Stimulation of interest in participation in NDEA projects.

Answering requests for assistance on library problems has been "number one" in other ways than on this list, as this aspect of the work has required more attention than any other one.

During the first six months field work involving travel occupied more than half of the time. This included visits to 13 districts and 14 county superintendents' offices. In addition, there were individual conferences with school administrators and librarians in Sacramento and in connection with various meetings. Fortunately some requests could be answered by correspondence or by referring them to other people. The correspondence connected with the consultant position is a major problem in itself. A week traveling means a desk piled high on return, plus the follow-up letters to the places visited.

Attendance at meetings and conferences has been another aspect of the consultant service. Participation in the conferences of various professional groups obviously helps to make known that there now is a school library consultant. It also has proved to be a successful means by which to be available to discuss library problems with a saving of travel time. In addition to the State and Section meetings of SLAC, the following meetings or conferences were attended: County Superintendents of Schools, Spring Conference; Audio-Visual Education Association of California, Annual Conference; The Governor's Conference on Public Library Services; California Association for Supervision and Curriculum Development, Northern Section; Public Library Administrators Association, Northern Section; a meeting of small high school administrators; and the Student Library Association of Northern California.

It may be interesting to note that requests for school library consultant service have ranged from the elementary through junior college levels and have required travel from Siskiyou County in the North to San Diego County in the South; and from Mendocino County on the West Coast to Inyo and Mono Counties near the Eastern border of California.

One of the questions frequently

asked by school librarians is, "What kinds of things do people ask you to do?" This is a problem to answer because each request is a little different from the other. There is tremendous variety in the way people identify the needs of their situations, and although there are identifiable patterns in the requests, each has to be handled in terms of the individual situation. As in teaching, you have to start where people are, and progress can be made only as fast as the capacity is there to develop. Each district, each school, is as much an individual as the different people who use a school library.

Perhaps a look at the reasons behind some of the requests will help to answer "What do you do?" One of the current problems in the county superintendent's offices is the transfer of school library services from the county public library. High schools both large and small are interested in improving library programs. Elementary districts are concerned about withdrawal from county service or what they should attempt with a present program—individual school libraries or class room collections from a central library is a frequent question. And then there are questions from PTA librarians and other non-credentialed people serving in school libraries. Very much on the bright side of the picture have been some requests from districts with good programs where the consultant services needed were to encourage and support the plans already made for a better program.

Assistance with library planning is a service much in demand. Work on building plans is usually done in co-operation with field representatives from the Bureau of School Planning. This approach to library consultant service is a very satisfactory one because in order to plan a library it is essential to relate the physical facilities to the program.

The new ALA standards are causing much comment and many ques-

tions. One of the most frequent questions asked is, "Are there any schools in California that meet the new ALA standards?" Can anyone help answer this one?

The reprints of the SLAC standards which were turned over to me have been most useful. Although these standards have received wide distribution during the five years since they were published, many people are not aware of them. Like anything else, library standards have meaning to people only when their interest is aroused and they feel the need for the information. From my experience in working with school administrators, I am convinced that there is a great need for the revision of the SLAC standards, and that in California this would be the most effective means by which to implement the new ALA Standards.

The series of five meetings held last spring to arouse more interest in NDEA projects were a success, judging from the number of inquiries received. "The proof of the pudding" will come when the 1960-61 projects are submitted. It is hoped that many districts are taking advantage of the opportunity to enrich library materials in science, mathematics, and modern foreign languages.

One of the important projects in the spring of 1960 was the organization of a committee of school librarians to work with the library consultant in preparing a description and definition of basic library services for California schools. This material was prepared for a State Department of Education Committee studying public school support. The work of the departmental committee is still in progress so the library committee may have further work to do.

Participation in some of the projects of the department and association with other members of the Staff of the State Department of Education in meetings and conferences are among the ways in which school library con-

sultant service is implemented. One school library consultant for the State of California cannot possibly meet all the needs for school library consultant service and perform all of the functions of the position. However, the capacity of one person has been multiplied many times over through the help and cooperation of other members of the Staff of the State Department of Education. The enthusiastic welcome given the addition of school library consultant services is a most significant omen for the future of the consultant service and school libraries.

In both a personal and a professional sense, it is most gratifying to know that there is a high level of support and cooperation for the school library consultant service, and at the same time to be allowed so much freedom to develop a program. It is a real privilege to be the Consultant in School Library Education in the Bureau of Audio-Visual and School Library Education, Division of Instruction, State Department of Education.

ASSL PRESIDENT'S MESSAGE

(Continued from Page 5)

the AASL and the state school library associations through the reorganization of the State Planning Committee. Representatives on this committee will serve a three year term in accordance with the recently revised by-laws. This will bring continuity to the work of this committee and the reporting from the states and regions.

The American Association of School Librarians welcomes and urges your interest and participation in its activities.

Elizabeth O. Williams
President
American Association of
School Librarians

THE UCLA SCHOOL OF LIBRARY SERVICE

by Lawrence Clark Powell

I am grateful for this opportunity to write about the new School, which opened this fall, in the *SLAC Bulletin*, for it was the School Library Association of California, Southern Section, that spearheaded the drive to found the School. Three school librarians in particular deserve credit for their leadership in a time of inertia and uncertainty. Elizabeth Neal, Margaret Glassey, and Hazel Vaughan never wavered in their belief that a free state-supported school was needed in Southern California to give the majority of the state's population a facility to match the one that has existed in the north since the 1920's. They saw clearly that the population explosion had demolished the conservative surveys and cautious studies of 1952 and 1956, and that for the Regents to postpone any further inquiry until 1960 was shortsighted and unrealistic.

Accordingly they persuaded the Association to petition the Regents to reconsider their action; at the same time the Public Library Executives Association of Southern California forwarded a similar request to the Regents. These actions led the Regents to ask the President to ask the Joint Restudy Committee to delegate the late Thomas S. Dabagh to reopen the matter. Another questionnaire was distributed, statewide interviews were held, with the result that the Regents were urged to open a graduate library school as quickly as possible. In supporting this recommendation the State Department of Education noted also that further library schools would probably be needed eventually in the state colleges.

I am glad to acknowledge this debt to the school and public librarians of Southern California for their action

which led to the establishment of the School, and to pledge them our best efforts to train good librarians for service in their libraries.

The UCLA School of Library Service was established on July 1, 1959, and in the ensuing year more than five hundred inquiries and applications were received by letter, telephone, and in person. The Regents' action limited the School to fifty students, at least for the first five years; and of the fifty admitted in the first year, now under way, twenty expressed an interest in obtaining the California State Credential for school librarians. A team of the State Department of Education will visit the School in October, and it is expected that accreditation will follow, the School having submitted its course offerings, etc. to the State as early as the fall of 1959 and received tentative approval of them.

The late Winifred Root Walker, the inspired librarian of the UCLA Elementary School until her untimely death in 1957, was an ardent believer in the need for a library school at UCLA, and it is fitting that an annual scholarship of \$1000 has been established in her memory by her family and the Family School Alliance. Mrs. Walker's passion for books and children was incandescent, affecting all who came within her aura. Hers was a tragic loss to librarianship. The UCLA Graduate Division has awarded the first Walker Fellowship to Mrs. Marilyn Rose Walker—her same name being a not unfitting coincidence.

What of the philosophy of the School? It will try to carry out the belief, for which I have been a spokesman, that books are basic in library work and that to unite books and people library service is the best of all lives. This is a philosophy that be-

Now Dean of UCLA's School of Library Service, Lawrence Clark Powell is well known as library administrator, author, and bookman.

gins with Dewey and Dana, and in California was embraced by Lummis, Gillis, Mitchell, Haines, and Warren, to name some of our western saints of library service. In my speaking and writing during the twenty-five years I have been a librarian, and in my teaching at Columbia and UCLA, I have sought to propagate this faith in the goodness of library service, and now in the UCLA School I have been given such a great opportunity that I have chosen to leave library administration and devote the rest of my career, after this year, entirely to the recruitment, education, and placement of librarians.

In this mission I have persuaded a seasoned band of successful librarians to join me as a faculty. I have deplored the trend in library schools to recruit faculty without the necessary qualification of successful careers as librarians. In fact, the Ph.D. degree has too often been the main factor in their employment. While this has satisfied academic requirements, it has not won the respect of students or led to good teaching. The memorable teaching of Miriam Tompkins, Althea Warren, and Sydney Mitchell, for example, derived primarily from the richness of their long experience as librarians.

The UCLA faculty is composed of veterans, the junior member of which has fully thirteen years of successful librarianship in his record. This "junior" is Andrew H. Horn, Assistant Dean and Associate Professor of Library Service, a man I have proudly watched develop since I first knew him as a graduate student at UCLA in 1938. Scholar, administrator, lovable human being, Andy Horn is already legendary for his ability to produce prodigious amounts of excellent work and for his humble concern for the needs of other people. As a teaching assistant at UCLA while earning the Ph.D. in History, as Assistant Professor of History in the Johns Hopkins University, and as Professor of Librarianship at the University of

North Carolina and Occidental College, Horn acquired facility as a teacher, while his library experience was gained at UCLA in a variety of positions, rising to Associate and Acting University Librarian, followed by the University Librarianship at North Carolina and the College Librarianship at Occidental. Coming to UCLA a year ago as the Library School's first officer, Dr. Horn successfully steered the School through the complexities of academic organization. His teaching assignment is for Reference and Bibliography, and for the Library History part of the Introduction to Library Service course which is being taught jointly by the faculty.

Frances Clarke Sayers needs no introduction to the school librarians of California or the United States at large. Famed for her dramatic appreciations of children's literature, and for her culminating work as head of Children's Work in New York Public Library, Mrs. Sayers has been on the UCLA campus since 1954, teaching children's literature in the English Department with enormous success. She will now hold a split appointment between that Department and the Library School.

Equally distinguished in his field is Seymour Lubetzky, whom I persuaded to terminate a seventeen-year career in the Library of Congress and assume responsibility for the teaching of Cataloging and Classification, assisted by Elizabeth Baughman, newly graduated from the Berkeley library school. In fact Lubetzky has entered the literature as a word, along with Cutter, Dewey, and Mudge. He is internationally known for his leadership in seeking a standardized cataloging code; and UCLA is proud to assume sponsorship of his work. It is the "return of the native" for Seymour Lubetzky, for it was at UCLA that he received his B.A. After taking the M.A. in German and the B.L.S. at Berkeley, he joined the UCLA Library staff, where we were fellow juniors until, directed by Dean Mitchell, he

went to the Library of Congress to commence his epochal work under Herman Henkle and Luther Evans. Possessed of one of the most lucid minds and expository styles ever to grace librarianship, Seymour Lubetzy is also a man of strong character and sweet simplicity. He will prove a great and beloved teacher, I confidently predict, and will draw students to UCLA from all over the world.

To teach school library work I persuaded another onetime UCLAN to return to Westwood. Native of Russia, San Francisco and Berkeley educated (B.A., B.L.S.), Mrs. Tatiana P. Keatinge has added an M.A. from the University of Southern California School of Library Science to her academic qualifications. Experience as a librarian was gained in the Glendale Public Library, at Berkeley and UCLA in Slavic cataloging, and at UCLA in reference and law library work. In 1955 she went to the San Fernando Valley to organize and direct the library of the new Reseda High School—a work in which she has been wonderfully successful. Each year she has brought her student library club to visit the UCLA Library, and I have observed her winning ways with students. One summer she taught school library administration at the University of Arizona with equal success. Mrs. Keatinge will benefit from the counsel of Dr. Gladys Coryell Graham, UCLA Education Librarian, who has been long concerned with the planning for the School, as have the other special librarians at UCLA in Medicine, Engineering, Law, Art, Music, Geology, Physics, Business Administration, etc.

The study of public library work will be directed by Barbara Boyd, a graduate of Fresno State College and the Berkeley library school, and seasoned by twenty years' experience in the county libraries of Orange and Kern, as County Librarian of Modoc (California) and Kitsap (Washington). When her first "boss" in Orange

County returned to the State Librarianship of California from the same position in Washington, Miss Boyd followed Carma Zimmerman back to California, and from 1955 to 1959 she served as Field Consultant in the California State Library, travelling throughout California to aid local authorities in matters of taxation and building programs. Last year she enrolled as a graduate student in the Political Science Department at UCLA and pursued her studies so zealously that in June she was awarded the degree of Master of Public Administration with highest honors. Thus by experience and by study, Miss Boyd is especially fitted to teach public library work in a region with every kind of demonstration close at hand.

To be in charge of the School's laboratory collection of books and periodicals the Pasadena school library system has given us Mrs. Joan Crowley, a graduate of Macalester College and the University of Southern California School of Library Science.

Lastly, in addition to serving as Dean, I will teach the course in Book Selection and the administration section of the Introduction, two areas in which I have specialized during my twenty-three years at UCLA.

Good teaching calls for knowledge gained through study and experience, the ability to impart this knowledge to students, and above all, belief in library service as a calling. Such a combination of qualities gives a transcendent quality to teaching, and makes a year with such teachers unforgettable. The UCLA faculty has these qualities, and I believe the students are in for an electrifying year.

In the final analysis, however, it may be said of library schools *By their graduates shall ye know them*, so I ask librarians to reserve judgment until we have graduated our first class and the fifty have gone forth into the vineyards.



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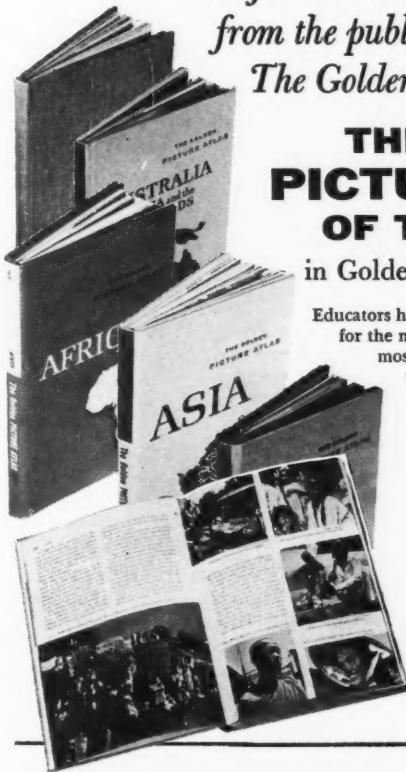
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THE STATE ASSOCIATION

PRESIDENT'S MESSAGE

It is good to have this opportunity to greet you at the beginning of the school year, to wish you well in all of your library endeavors and to bring you a brief message.

The record of the past years of SLAC has been one of progressive leadership and of progressive achievement. Goals have been attained because devoted leaders were willing to work persistently for them. We owe them much.

But a good record is something to build upon, not to rest upon. With a reverent bow to the past let us look ahead to the challenge of the sixties. New national standards for all levels of libraries are ours to implement now. New areas of work with the state committees and increased cooperation with other professional organizations are only a few of the projects of the immediate future.

In our unique dual role as educators and as librarians, we have a more stable profession today because the profession itself has raised its standards and seeks to keep incompetence out of the field.

An exciting year ahead? It will be with your support, with every-member participation. Your state and section officers and committees have need of your service and your ideas. May our California school libraries continue to grow in importance because you believe in and are willing to work for the ideals of our organization.

Bess Olson

POSITION OPEN: District Librarian, Lompoc Unified School District. Glendon F. Wegner, Superintendent of Schools, P.O. Box H, Lompoc, California.



Bess Olson

PLANS FOR FEBRUARY CONFERENCE UNDERWAY

The following committee chairmen have been appointed for the February 11, 12 and 13 Annual State Meeting at the Lafayette Hotel, Long Beach:

Program: Grace Dunkley
Registration: Mary Jane Tusha
Reservations: Cecelia Burch
Publicity: Thelma Taylor
Exhibits: Gerald Brogan
Convention arrangements:
Mary Fleck
Ruth Moeller, Co-chairmen

PLAN NOW FOR

LONG BEACH

FEBRUARY 11-13, 1961

HIGHLIGHTS OF EXECUTIVE BOARD MEETING

Pasadena, October 8, 1960

TREASURER'S REPORT

(Helen Thornton, Treasurer)

Cash on hand \$1,956.05

BULLETIN

(Maryline Conrey, Editor)

Bulletin to turn over \$203.03 to state treasury, for Research Fund. Study in depth of policies and organization is needed.

Question regarding possible change in name of *Bulletin* referred to the Bulletin Committee.

SECTION REPORTS

Northern Section (Leslie Janke, President)

Meetings have been scheduled for October 29, January 21, and April 22 in three different areas.

Southern Section (Helen Eikenberry, President)

Meeting dates are September 24, December 3, March 18, and May 6, in varied localities. ALA Standards in relation to local needs are being studied by groups.

CONSULTANT'S REPORT

(Mildred Brackett, Consultant in School Library Education)

Discussion of institutional memberships. The matter was referred to the Manual Revision and Constitution Revision Committees.

Discussion of 1955 SLAC Standards. An official statement on SLAC Standards is to be drawn up expressing the need for immediate upward revision of allotments per ADA in view of increased operational costs and expanding library programs; this statement to preface SLAC Standards until their complete revision.

SPECIAL COMMITTEE REPORTS

Credentials (Elizabeth Neal)

Statements of teacher organizations indicate that they are concerned with the same problems concerning credentials as SLAC.

Education Code Revision (Elizabeth Reining)

Specific changes in the Code relating

to school libraries will be brought to the attention of the State Department of Education by Mildred Brackett, Consultant.

Legislative Coordinator (Maurine Hardin)

Continued vigilance and alertness in legislative matters is required.

Book Selection Policies

The resignation of the chairman, Dr. Leroy Merritt, was regretfully accepted. Commendation for his service was unanimously voted.

Standards (Ellanora Kramer)

A pilot study of ASSL Standards in California is expected to begin in the spring under the direction of ASSL leaders.

SPECIAL REPRESENTATIVES' REPORTS

CLA (Jessie Boyd)

Increased cooperation between library organizations is to be desired. Membership of school librarians in CLA has slightly increased.

ALA (Elizabeth Williams)

As president of ASSL, Miss Williams stressed the importance to school librarians of the new status of ASSL as a Department of NEA, and the importance of affiliation of school librarians in both organizations. Mrs. Margaret Doran, Palms Junior High School, Los Angeles, has been named ASSL representative from SLAC and National Library Week representative.

ELEMENTARY SCHOOL FILM STRIP

(Charlotte Davis)

Collaborating with the State Department of Education, SLAC will help to produce a film strip on elementary school libraries.

STATE MEETING (Bess Olson, President)

February 11, 12, 13, the Lafayette Hotel, Long Beach, are the dates and place selected for the Annual State Conference.

SUMMARY REPORT
SLAC OFFICERS' WORKSHOP,
STATE AND SECTION
Pasadena, October 9, 1960

Present: Brackett, Hardin, L. H. Smith, Fleck, Houston, Neal, Andrews, D. Smith, Olson, Janke, Eikenberry, Ferring, Hicks, MacEwan, Hollis, Torgny, Werking, Thornton, Hamilton, Holland, Ziskind, Conrey, Ray, Canady; Kramer, Workshop Cordinator.

I. Report of *Bulletin* Group

- A. Recommended that a study of *Bulletin* operations be conducted through channels already established, namely the Manual Revision and Constitutional Revision Committees.
- B. Recommended that these committees include (if they do not already do so) at least one person with *Bulletin* experience, such as a former editor.
- C. Recommended that the Editor's Handbook Committee be reactivated, with its prime purpose to furnish guides or manuals of procedure for incoming editors.
- D. Recommended that serious thought be given to the establishment of a permanent printer and address for the *Bulletin*, as well as a longer tenure for the *Bulletin* editor, since long-term planning is the *Bulletin's* most urgent basic need.

II. Report of the PRESIDENTS', VICE-PRESIDENTS and DIRECTORS'

Group

- A. Recommended that extension library courses proposed or developed by California universities for the benefit of librarians or teachers be supported or endorsed (if deemed worthy) by the School Library Association of California on a

statewide rather than sectional basis.

- B. Recommended that the new state Manual be made available to all interested members of the Association, perhaps on a cost basis.
- C. Recommended that the state Consultant in School Library Services be added to the list of non-voting members of the State Executive Board, and also to the state Program Planning Committee.
- D. Recommended that the section of the Manual relating to ALA representation be revised in accordance with the recent organization of AASL.
- E. Recommended that the approval of advertising rates for the *Bulletin* be vested primarily in the *Bulletin* Committee rather than the State Executive Board.
- F. Recommended that the Southern Section consider publicizing its annual budget to its membership prior to final adoption, as is done in the Northern Section.
- G. Recommended that the Association investigate the possibility of changing our fiscal year to run from January to January, with the officers still to be elected in the spring but not to take office until the following January. It was further recommended that the initial dues period be set at 18 months.
- H. Recommended that state chairmen be appointed on the various interest levels, in order to coordinate section committees in these areas. (Note: The term "interest levels" was questioned and it was suggested that a

Continued on page 16, column 2.

WHAT, NO CONSTITUTION?

The precarious position of the School Library Association of California may not be apparent to its members or to the layman. But we no longer operate under a constitution. For two years we have only a Manual for our source of authority. We trust that we shall not follow into catastrophe other groups and nations that have abrogated their constitutions.

Ours is a hardy and courageous heritage. From the day of its formation, August 25, 1915, the Association was prepared to brave all hazards. With the Los Angeles School Library Association as pattern, eight librarians drew up a Constitution, decided that Northern and Southern Sections made feasible working groups, authorized the President to issue a *Bulletin*. The first legislation the young association helped into the law books was the certification of school librarians in 1916—certainly a remarkable accomplishment for its first year, when we look upon our recent legislation for a consultant after years of labor. It was twenty years before the first Constitution was revised and the changes adopted in October of 1935.

During the years 1946-1950 a Manual took shape outlining the duties of officers and committee chairmen. The Manual has recently been revised, and our membership has voted to work under it, experimentally, this year. As the new Manual is inconsistent with the Constitution, we must suspend the latter to do this.

At the end of the experimental period, the Manual will be re-evaluated and the Constitution revised. Members of the Manual and Constitution Revision committees urge SLAC members to discuss our organization with them and to point out weaknesses in it, so that when the time comes for re-evaluation and constitutional revision, the action which committee members take will adequately represent the thinking of members at large and speed forward

the work of the Association.

Members of the Manual Revision Committee are:

Eva Andrews
Irene Mensing
Robert Muller
Edith Titcomb
Margaret Glassey
Elizabeth Neal
Gertrude Stacy
Sidney Thompson
Mary Seely Dodendorf
Dorothy Smith, Chairman

more appropriate and descriptive term be sought.)

III. Report of SECRETARIES' Group

Recommended that we investigate the possibility of having our state association stationery printed by the California State Printer, or possibly by the CTA Headquarters at Burlingame, for reasons of economy.

IV. Report of TREASURERS' Group

- A. Recommended that duties of the State Treasurer involving other officers be double-checked, to the end that those duties also may be listed under the officers concerned.
- B. Recommended that further study be given to the storage of treasurer's records.
- C. Recommended that a more realistic date be set for auditing.
- D. Recommended that the Northern Section revise their section of the Manual to provide a permissive rather than mandatory procedure for auditing its records.
- E. Recommended that the procedure for authorization of bills for payment be spelled out more clearly.

L. Herman Smith
Recorder

SOUTHERN SECTION

PRESIDENT'S MESSAGE

To say that we live in a world of frightening wonders is the sheerest cliché. Speed is about to break the time barrier. Nutrition has been condensed into a few drops of liquid. The pains, the pleasures, the entire passage of a significant life—compressed into one hour's televiewing by Gus Edwards.

It isn't giant insects or insidious spreading mold that we need to fear, but the reduction to absurdity of many things that have given life meaning and savor. As school librarians we must be aware of these inevitable strides of science and try to provide an oasis in which thought may mature leisurely, imagination strike like lightning, or be nurtured by long, lazy moments of reading and dreaming, where wonder may unfold its fragile wings unhurried by the necessity to make the evening space ship for Mars.

The serenity in our school libraries may be the only place the growing young person ever finds this oasis. The disciplined knowledge which has made our collections a skillful tool may help make the whole scheme of life more understandable to some adolescent scholar. The "way of thinking" which is the best library usage may offer to someone the pattern for logical resolution of wider problems.

Let no one invade our premises to shrink, capsulize or evaporate to a meaningless residue the experiences we have to offer. "Reading maketh a full man"! Day by day let us insist on proving that man can not live by Metrecal alone, but needs the great heritage of books, libraries and well-read librarians to reach his full mental stature.

Helen R. Eikenberry



Mrs. Helen Eikenberry

AWARD TO ALICE TORKELSON

Alice Torkelson, formerly librarian at San Marcos High School, Santa Barbara, is a recent recipient of a Freedoms Foundation award for exceptional work in teaching responsible citizenship and better understanding of the American Way of Life. She was nominated for this honor by Donald L. Stillman, then principal of San Marcos High School. The award was made on September 9—a special presentation at a Rotary Club meeting. Miss Torkelson is now teaching English and Latin at San Marcos High School.

REMEMBER

THE STATE CONFERENCE

FEBRUARY 11-13, 1961

SOUTHERN SECTION MEETINGS

Southern Section got off to an early start on its 1960-61 program with a September 24 meeting at the CTA Building in Los Angeles. Miss Elizabeth O. Williams, President of ASSL, spoke on activities of various groups in ALA, particularly in ASSL, and how we can cooperate. Group meetings followed at which plans for the year were made. It is understood that activities will center, in part, around study of SLAC standards in relation to national standards for school libraries.

Three more Section meetings are planned for this year. On the morning of December 3rd, at the Beverly Hilton Hotel, there will be a panel featuring leaders of several educational organizations. Group meetings and a luncheon with James Warner Bellah as speaker, will follow.

A March 18th meeting is scheduled for Dodson Junior High School in North San Pedro. A "Book Shower" and a "Library Fair" will be followed by group meetings and luncheon, with a chance for further discussion in the afternoon.

The final meeting of the year will take place at Rancho Santa Fe on May 6th. This meeting will begin with a business session at which the activities of the various groups will be summarized, and will culminate in a luncheon talk by Esther Warner Dendel, author, artist, and well known speaker on the crafts.

CAREER DAY AT USC

Saturday November 5 was Career Day on the USC campus for a large number of students from Southland secondary schools and colleges who are interested in librarianship as future career. Look for a report of this day's activities in the January 1961 *Bulletin*.

TRIBUTE TO EDITH SPERRY MORGAN

by William Breen

Edith Sperry Morgan, who died on August 5, 1960, had been the head librarian at Santa Monica City College since 1942. Immediately prior to coming to Santa Monica City College she had been an assistant librarian at Long Beach City College for three years. She also was an assistant librarian for ten years at Occidental College.

Mrs. Morgan graduated from U.C.L.A. and received her M.A. degree from U.S.C. She took her library work at University of California in Berkeley. Edith was vitally interested and took an active part in library affairs. She was President of SLAC in 1943-44 and of CURLS Southern Division 1949-1950.

Active in many clubs and community activities Mrs. Morgan was a mem of the Santa Monica Y.W.C.A. Board, the Analytical Psychology Club of Los Angeles, and the Sierra Club. She was a charter and founding member of the Santa Monica Meeting of the Friends and had been the devoted clerk of the fellowship since its inception.

Edith's firm, quiet, helpful way of doing her utmost to help strengthen her librarianship profession and to further the welfare of her many worthwhile interests will be missed even as her vital presence is now missed.

IN MEMORIAM

Helen Price.....	June 1960
Grace Lefler.....	July 26, 1960
Elsie Brown.....	Sept. 4, 1960
Mary Halgren.....	Sept. 9, 1960

NORTHERN SECTION

PRESIDENT'S MESSAGE

The year 1960-61 promises to be one filled with great challenges for all members of the school library profession in California. In anticipation of what lies ahead for those of us in the Northern Section this year, I earnestly solicit your help in meeting these challenges with progressive and effective actions.

I sincerely hope that we can take real strides toward implementation of the new AASL Standards. The long, untiring efforts of the hundreds of educators who worked on the new standards have provided us with some excellent guidelines that we now can use in selling our library programs. It is up to us to show that we really believe in this profession in which we are working.

We also face the challenge of aiding Miss Mildred Brackett, our new state consultant, in her work of helping librarians, teachers, administrators and board members. Our members have worked for many years to gain the consultant position. Now we must make sure the consultant has every possible assistance in carrying out her assignments.

We need to work diligently with the organizations in the state that are promoting better school programs by means of accreditation. We will need to make every possible effort to prove to them that an improved educational program cannot come to fruition without well developed library services.

Credential revision, librarianship training criteria, and recruitment are among other paramount issues which we must face during the year. All of these problems will require our whole-hearted support. We can be successful only if we promote these causes through strong, organized Association efforts at the Northern Section level, and in cooperation with our affiliates in the Southern Section.



Leslie H. Janke

I shall look forward to your support in making 1960-61 a banner year in school librarianship in California.

Leslie H. Janke

1961 PROGRAM PLANS

By action of the Advisory Council, there will be three meetings only of the Northern Section of SLAC during this school year. All will follow the pattern of the meeting on October 29th: a business meeting at 9:30 A.M. followed by group work sections; then luncheon, with committee meetings following at 2:00 P.M. The luncheon meeting will provide a change of pace by presenting a speaker on some subject not related to the study fields. Mrs. Anna Mary Lowrey of San Leandro is program chairman.

Morning work sessions will be devoted to projects underway in the various fields. Chairmen of the project committees are: Mrs. Margaret Poe of Pittsburg, Elementary; Mrs. Juanita Edmonds of San Pablo, Junior High; Mrs. Gladys Gearhart of San Rafael, Senior High; Miss Louella Wiens of Salinas, College; Mrs. Jean Wenzel of Los Altos, Directors and Supervisors: Harlow Clarke of Sacramento, County Schools; and Dr. Mary MacWilliam of San Francisco, Curriculum Library.

NATALIE LAPIKE: A TRIBUTE by Maurine Hardin

The sudden death of Natalie Lapike last May 23 was a great shock to her many friends and professional associates as well as a loss to the library profession.

Miss Lapike, a graduate of UC at Berkeley and of Columbia University, was head librarian of the College of the Sequoias in Visalia. She went to Visalia Union High School as librarian in 1929, and continued as college librarian after the college was added. Only last year she proudly planned and moved into their new, modern college library.

Natalie Lapike was a professionally minded, scholarly person, a perfectionist in whatever she undertook. She had a quiet, forceful, pleasing personality which enabled her to work effectively with those in her profession, her faculty, and the students with whose development and progress she was most concerned.

Miss Lapike was active in many professional organizations, and served the School Library Association of California in many offices and chairmanships, including the office of Northern Section president. She was the outstanding chairman of the SLAC State Professional Committee of 1948-'49 which made a significant study of "The Need for School Library Consultant Services in California"; and she gave active support to the project to secure consultant services which engaged the interest and efforts of SLAC members for ten years following this study and which was successfully concluded during the 1959 Legislative Session.

The Visalia Soroptimist Club has re-named its scholarship for women graduates of COS the Natalie Lapike Memorial Scholarship. The members of the Visalia College Faculty have started a Natalie Lapike Memorial Fund as well, which may be used for

the new library that she planned so recently.

These comments come from her professional colleagues: "Natalie had nothing parochial about her, her interests were as broad as the horizons, and how wonderful to have known her . . . She will be remembered for her cheerful outlook, her clear perception, and the kind consideration she had for all with whom she came in contact."

SECTION MEETS IN SACRAMENTO

Three hundred and ninety-seven memberships in the fold, Northern Section held its first meeting of the year on October 29 at Sutter Junior High School in Sacramento, Leslie Janke presiding. The association embarked on a program of practical work, implementing standards and collecting materials useful to the librarian on the job. Directors and supervisors will concentrate on central cataloging methods. The audio-visual committee will work on procedure sheets for purchasing, cataloging, and processing materials. The new in-service education committee will collect materials in eight different areas: mending, displays, physical processing, handling texts, faculty-librarian relationships, paperbacks, circulation procedures, and "Book Fairs." The publications committee stands ready to print any materials developed that seem sufficiently valuable to repay printing costs.

"IMAGES" PROCEEDINGS PUBLISHED

The text of four major speeches at the April 1960 "Images of the Future" workshop may be purchased for \$1.50. Write to Mrs. Geneva Willey, chairman of Northern Section's Publications Committee, 214 Pacific Ave., Piedmont 11.

ROUND THE STATE

Robert Muller, last year's editor of the Bulletin, is this year Instructional Materials Consultant for the Jefferson Elementary School District of Daly City. Joseph Lager, formerly librarian at St. Francis High School, Mountain View, replaces Bob as Assistant Director of Instructional Materials for Sonoma County.

Miss Jessie Boyd was elected by the membership-at-large to the National Council of ALA. It will be her duty to represent ASSL at meetings of the Council.

Miss Vera Danton, Mrs. Marguerite Kirschman, and Miss Hazel Levy retired in June from the Oakland school libraries. All three have been long-time active members of SLAC.

Dr. Alexander Lane is the newly appointed librarian at Taft Junior College. Robert Jordan, former Taft College Librarian, is in Washington D.C. working on a Ford Foundation special project.

Miss Elinor Mohn, formerly Economics Librarian, Stanford Research Institute, Menlo Park, is now librarian at South High School, Bakersfield.

Thomas Kimball is librarian of the newly established Barstow Junior College.

Miss Alpha Stypes, Librarian at Teachers Professional Library, Kern County Schools, took a busman's holiday this summer. While visiting her

father in Yankeetown, Florida, she helped the Yankeetown Public Library catalog several hundred newly acquired children's books.

Dr. Joan Hughes, Instructor in Children's Literature at Fresno State College, and Martha Allison, Librarian Coordinator, Kern County Schools, motored to North Carolina this summer and attended the workshop in Children's Literature at Appalachian State Teachers College.

Miss Jeanne Newhouse, formerly of Long Beach, is now librarian at Pacific Beach Junior High School, San Diego Unified School District.

Other librarians new in San Diego are: James Adams, who comes to Claremont Senior High School from Pendleton, Oregon; and Mrs. Virginia Fenno, Library Cataloger, La Mesa-Spring Valley School District.

Maurine Hardin is enthusiastic about the new, beautiful and extremely functional library she moved into during the summer. Spacious work areas, conference rooms, unusual ceiling structure with splendid lighting, a large office and workroom, an electric time stamp for student passes, are some of the outstanding features well arranged by architects with imagination and a real sense of library needs. Everyone is invited to visit Oakland Technical High School Library if opportunity arises.

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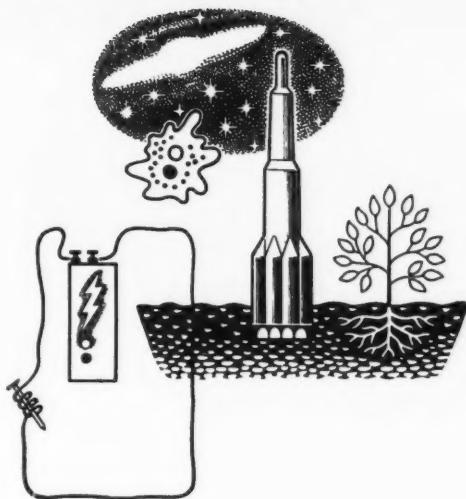
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NOT SIX --- EIGHT!

That's right. The Heath elementary science texts will soon number eight. On January 1 there will be two brand new books for Grades 7 and 8, *Science in the Space Age* and *Science and Your Future*. The same elements that were responsible for the California state adoption of Books 1-6 mark these new additions to the series. You will note not only the completeness and accuracy of each detail . . . the simplicity of materials required for experiments . . . the great value of the Teacher's Editions . . . but the rare beauty and warmth that set these books apart. On January 1, also, the texts for Grades 1-6 will appear in a new edition, extensively revised.

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A BIOLOGICAL APPROACH TO THE COLLEGE LIBRARY

In considering the junior college library, we begin with a basic premise which I am sure you will all accept. It is merely that libraries are concerned with both books and people. If you are becoming a librarian or are one, you are under oath to like books and people. In library school you become experts in books, but I don't believe there is yet a course in patrons. So I wish to consider the services of the junior college library through observation of its users. I think that by seeing who our public is and what they want of us, you will come to know what we do and why.

As an institutional library, the two-year college library serves a limited public, but not as limited as you might think. We serve students, instructors, the children and wives of instructors, administrators, campus clerical staff, and assorted members of the community who wander in. Also we assist custodians, cafeteria workers, gardeners, maintenance men who happen to look at a book while they are drilling holes in the wall, and former students and employees who can't stay away from us.

It is possible to group the needs of our clientele in broad general categories based upon resemblance and, in this manner, to determine the approach of the library to the task of filling these needs. This is what we might call library taxonomy and calls for a method made famous by Linnaeus. First, we divide our patrons into two major grades corresponding to the two grades of *Protozoa* and *Metazoa* which divide the animal kingdom. *Protozoa*, which, of course, are the simplest of living things, are the students; *Metazoa*, the faculty.

The grade of *Protozoa* can be divided into a number of phyla. May I describe some of these to you?

One common phyla of *Protozoa* is the Phylum *Innocenta*. These are

June Biermann is Head Librarian at Los Angeles Valley College, Van Nuys. This article is a shortened version of a talk given to students of the School of Library Science, University of Southern California, On December 2, 1959 . . . Drawings by Jim Grant, Valley College art student.



the students fresh from high school who are inclined to ask where the pencil sharpener is and are not able to see it when it is pointed out to them. We must treat them with kid gloves, or they may never notice the book collection. Here are 25,000, or in the largest junior college libraries 95,000 volumes, a staggering sight to those who feel insecure in their peer-group unless they judge books by their size and weight. What *Innocenta* need most is orientation. A strong program of teaching the use of books and libraries is one of the essentials of junior college librarianship. Consequently, all *Innocenta* swarm into the library with their English 1 instructors for a session of colored slides on the H. W. Wilson periodical indexes, the card catalog, the Dewey Decimal System, and the lower reaches of reference books. They are also introduced to the care and use of reference librarians, those magical beings who can help overcome the paralyzing barrier of choosing a topic for a term paper, or who can turn up some hot stuff on the composition of drag strips, if the freshman has selected his own subject. *Innocenta* are at a crucial stage in their evolutionary development. The librarian who can mate them with the printed page will join the ranks of all those who have been considered for the Nobel prize but will never be listed in the *World Almanac*.

A phylum which tends to run in colonies is that of the *Lupus-Wolf* or

Wolf-etta. These come to the library not because it has books and periodicals but because it has chairs and occupants. These are the young people engaged not in the pursuit of learning but in the pursuit of their own kind. Though a good junior college library will have reader stations for at least 15% of the student body, the Lupi may be discounted, as they are nomadic by nature. They wander about the tables and stacks seeking to lock eyes with each other and studiously avoiding those of the librarian. This phylum is such a bane to those who use the library for purposes of quiet study that librarians must consider it their duty to induce mutations in them at any cost.

A most bewildering phylum of Protozoa and one which taxes the library's resources is the Phylum Alumni Superiori. These are the students who rank in the 90th percentile on the SCAT test and who may outscore a librarian or two in reading speed and comprehension. They specialize in non-required reading and choose to do research reports on such topics as "Religious Rituals in Pre-Roman Britain." This makes book selection for the junior college library collection akin to choosing between two bottles of Gallo red wine and one of imported Beaujolais 1953 when your dinner guests are Adlai Stevenson and Dave Beck, and you're entertaining on a YMCA budget.

The rarest phylum of all is the Culturense. These are the matrons returning to school after raising families who have discovered the wonderful world of ideas. They prowl the stacks pawing gleefully at Darwin, Tolstoy and Freud, leaving at closing time bowed down with assorted volumes, appearing at opening anxious for more. These are, indeed, a joy to work with. They make the librarian's day seem short and his calling seem high. They remind him that the most taxing part of his job is to make readers of those who have a built-in ther-

mostat which turns them off when the assignment is done.

These then are some of the phyla of Protozoa—the students—with whom the junior college librarian deals. The Metazoa—the faculty—have an interesting and diverse set of phyla also. Most numerous and most satisfying is the Phylum Pedagogica—the ideal teachers. These are the men and women of skill and dedication who recognize the true importance of the library in the learning process. They know the bibliography of their field and take the responsibility of building the library collection in their subject area. They fire up their students with their own knowledge of and enthusiasm for books. Somehow they seem to know that old axiom that use of the library begins not in the library but in the classroom. And, most miraculous of all, so in tune are they with the forces of good that they remember to check the library's resources before making reading assignments and to alert the librarians to the invasions they are sponsoring. The true Pedagogica is a gem indeed.

But there are others. I refer to the Phylum Savantica, for instance. The members of this group are keenly conscious that social mischance has kept them from the career they were meant for—that of conducting graduate seminars at Harvard or Oxford. They compensate by assigning students library projects more fitted for the Bodleian than for the shelves of a junior college library. It is difficult indeed to explain to an anxious undergraduate that the stacks do not contain the hymn to the sun of Pharaoh Ikhnaton in the original hiero-



glyphics or that the instructor's own most recent monograph, "The Falcon in Egyptian Mythology," has not yet been added to the collection.

Possibly the most challenging phylum of Metazoa is the Solitaria. This group seems completely oblivious of the existence of the college library. They go their solitary ways, using audio-visual, without ever having heard that the library is the heart of the school. But by skillful plotting on the part of librarians, they can be had. Librarians who take their jobs seriously can snare the Solitaria by fraternizing with them and discovering their hobbies or to whom they would like to send a gift subscription of *Esquire* at the agent's rate. A sly offer to slip *Lady Chatterley's Lover* to them first will often work wonders, too. If worse comes to worst, put them on the Library Advisory Committee. The main thing is to deal with them with the missionary zeal of the true believer.

The main point I am trying to make this afternoon with all this library biology is that the success of the junior college library program depends largely upon good human relationships. Those of us in the junior college field are engaged in the task of trying to be many things to many men. Sometimes we go home at night empty and depleted; other times we close the library doors with the feeling that we have helped broaden someone's horizon, and at the same time quite possibly we have broadened our own.

FOR COLLEGES ONLY

Do you need a file of SLAC Bullets? A file of old issues, very nearly complete from 1951 to date, is available at no additional cost to any teacher-training institution willing to pay express charges. Send your request to Mrs. Helen Sours, Crescenza Valley High School, La Crescenza, or to Mrs. Frances Ray, 1525 Middlefield Road, Palo Alto.

PUBLIC LIBRARY POLICY IN SERVICE TO STUDENTS

The following statement of Public Library Policy in Service to Students was presented to the section meeting for public libraries at the California Library Association conference in Pasadena on Thursday, October 6. Miss Esther Mardon, librarian, Shasta County Free Library, gave the report and presented the statement which was officially adopted by vote of the members present.

1. The public library serves as a center of informal education for "all ages and groups in the population."* It has an obligation to students as an important segment of its clientele. Public library service to students, however, is necessarily different from that given to them by the schools: the "materials, services, personnel, and physical facilities"** of the public library are available to students as one part, not the whole, of the library's community.
2. The public library's role in meeting student needs is to be a resource for extending, enlarging, and enriching the student's school experience; to meet the student's individual interests; and to stimulate his awareness of books as a help in enlarging his own inner resources and capacities so that he can mature into creative adulthood.
3. It is not the public library's role to serve as a study hall, a social meeting place, or a source of textbook and mass assignment materials.
3. It is the mutual responsibility of the public library and the public school to recognize the needs of students, and to implement the particular service which each agency provides in meeting these needs. To strengthen such student services, close cooperation between the school and public library at all levels should be a major policy.

*ALA Standards

THE PUBLIC LIBRARY: MIRROR FOR SCHOOL LIBRARIANS AND TEACHERS

by Edith Bishop

In June of 1958 Mr. Harold Hamil, City Librarian for Los Angeles, appointed a committee of six to study service to students in public libraries of this city, and to take steps to make this service more satisfactory to students, teachers, and librarians. The committee consisted of Mrs. Thelma Jackman, Miss Olive Sprong, department heads; Mrs. Eleanora Crowder and Mrs. Dorothy Peterson, regional librarians; Miss Rosemary Livsey, Coordinator of Children's Services, and as chairman, Mrs. Edith Bishop, Coordinator of Young Adult Services.

When this committee met it became apparent that while librarians had many opinions, impressions and experiences, there was no aggregation of objective facts with which to work; therefore we decided to conduct a survey. Specifically we sought examples of questions asked by students, and information as to whether or not we had been able to answer them; if we had been unsuccessful, why; whether the student had made use of his school library. The survey was conducted during the four week period of March 9th through April 4th, 1959, and was carried on by all departments of the Central Library and all branches that were open, fifty-one in number.

There were certain limitations to this survey which must be understood if one is properly to assess the findings. First we were not securing a complete picture of our reference service, just that given to students and actually only a portion of that, the requests asked of librarians. We have no record of those students who

were able to help themselves or those who were unsatisfied because they did not ask for help.

Samplings in this survey were sufficiently large, we believe, to lend significance to our statistics. There were 62,264 requests entered on the survey forms: 39,164 in branches, 23,100 in Central Library.

Analysis of the statistics obtained has substantiated a number of our conjectures. I shall deal particularly with two allied beliefs: that students and teachers were unfamiliar with available library resources and that generally they were untrained in ways of making the best use of these resources.

Let us examine first the statistics which we believe indicate lack of knowledge of library resources on the part of the teacher.

Of the subject requests we were unable to answer in branches, almost one half (49.7%) were unanswered because the material was already in use. Slightly more than one fourth (26.7%), because the librarian was unable to locate any information after reasonable search. 14.5% of the questions went unanswered because there was nothing in the collection, the request was so obscure that the librarian was unable even to start searching, or the available material was quite unsuitable, being usually either too difficult or too young for the student. Another 8.7% of the requests were unfilled because the student needed circulating material and all that was available was reference.

The large percentage of failure because the material was already in use was, I am sure, the result of identical assignments being made to an entire class or classes. These topics occur at all levels. You will recognize the elementary school requests for material on dinosaurs, weather, Missions

Edith Bishop is Coordinator of Young Adult Services at the Los Angeles Public Library. This article is based on a talk given on March 12, 1960, at a workshop on School and Public Library Problems on the U.S.C. campus . . . Copies of the complete report on the survey here described may be obtained by writing to Mrs. Bishop, Los Angeles Public Library, 630 West 5th Street, Los Angeles 17.

of California, Mexico, biographies (often seeking an entire book on some obscure person). At the junior high levels we are besieged with demands for information on Roman history, government officials, Hawaii, Alaska. From senior high school students comes the need for criticisms, digests and reviews of literary works; Lewis and Clark; illustrations for physiology of nerves, ear, brain; career information and biographies. At college level also, students request biographies and criticism and reviews of literature. In addition there is great demand for such topics as jazz, ancient Egypt, Supreme Court decisions and capital punishment. Yes, it's quite true every library has some information on each of these subjects; our problem is that we don't have enough for 35 or 70 or 105 students at once. Nor are we able to buy multiple quantities of titles to any extent if we are to satisfy the varied interests and needs of our community.

A large number of questions were unanswered (26.7%) simply because we were unable to find an answer after reasonable search. It's undoubtedly true that given unlimited time the librarian might locate the answer. The needs of other patrons limits his or her time and in an endeavor to give service to all on a fair basis the search must be abandoned. A necessary corollary is that the student can learn very little about using library tools since ordinary sources are insufficient.

This type of question is represented by such examples as: how to tell direction by tree rings and spider webs; what happened to the ships used by Columbus; medieval church organ; construction, care and maintenance of cash register; why do scientists use rats in experiments; election candidates of 1912; Salem witchcraft trials. Some of these questions could be answered in our large subject departments but are too specialized for our community or even regional branches. Occasionally students come with re-

quests that go unanswered because to our knowledge nothing has been printed. In a somewhat special category and yet akin is the request to be answered from difficult sources. Students, usually from junior or senior high school, come with a list of words to be defined from a source other than a dictionary; or have assignments prohibiting use of the encyclopedia as a source when this is the logical and perhaps the only place to find information, or requiring magazine references for such topics as the War of 1812.

Another difficulty is encountered, especially with current emphasis on the gifted student, when requests are made for material that is simply beyond either the reading ability or the comprehension of the student. Librarians do not have time to interpret.

Those students needing circulating material rather than reference are sometimes seeking this as the direction of the teacher. At times it is a transportation problem which makes it impossible for the young person to stay at the library. Knowledge on the part of the teacher that books are often reference only might easily prevent disappointment.

Teachers need familiarity with the libraries they expect their students to use whether it be school or community. But more than this they require knowledge of general library facilities and how to use these resources as a teaching aid. They appear not to have had such courses in their professional training. This fact one learns from conversation with teachers, and examination of catalogs of teacher training institutions. Rarely is any course offered, even as an elective. Research Monograph 1958-ml of the National Education Association on *The Secondary School Teacher and Library Services* indicates this to be true when respondents answered a question concerning the inclusion of instruction in the role and function of the school library in their professional education. Only 13.1 per cent

said it had been a definite part of the professional course. Apparently a study of the literature of a subject field is expected to be a part of the methods courses in the schools of education. Unfortunately the coverage has been most uneven.

Certainly in this era of increasing emphasis on research and individual development the teacher needs to know library facilities both for his own use and for use as a teaching aid. This is a major problem that has two parts: There must be a long range plan that will alert teacher training institutions to this need; and a more immediate program of institutes, workshops and reading is necessary to help those who are already teaching.

A recent text on Instructional Materials by Louis Shores points up the need for inclusion in teacher training of study of the library and audio-visual aids. Los Angeles City Schools held an institute last February for secondary teachers and librarians on "Making Better Use of Library Resources", and a series of similar institutes is planned for this fall. The University of Montana held a two-week workshop last summer for teachers, school librarians and public librarians on "The Library—an Instructional Materials Center." These are all indications that others are convinced that teacher training has failed to provide the knowledge necessary to make adequate use of library facilities.

We did not include a question in our survey concerning the student's facility in the use of the library and library tools. Need for instruction was, however, frequently enough evident to prompt some of the librarians to enter this on the tally sheet.

Discussion elicits the information that this is not just a matter of orientation to a particular library. In branches it was especially senior high school students, at Central Library the college level students, who were unfamiliar with the catalog, *Readers Guide*, other indices, and even what

to expect to find in the common reference books, such as the *Almanac*.

I am not unaware that instruction is given in varying degrees by teachers and librarians. Apparently it is not enough. It would seem to me that this is a problem requiring further study to determine the exact situation and the steps necessary to improve the training. Cooperative planning between school and public library may well be indicated.

We are not alone in concern over this problem if one is to judge from articles in professional magazines. Very recently a committee of the School Library Section of New York Library Association sent out a questionnaire to one hundred colleges concerning library skills needed by college students. They received replies from fifty-seven colleges, in each case from the head reference librarian, a Freshman history professor and a Freshman English professor. Replies indicated weakness in preparatory training in how to use the catalog, in use of indexes, in ability to pursue a search, and in the making of bibliographies—all skills which respondents deemed very important. Needed too, replies indicated, are more familiarity with format of books, responsiveness to the libraries potential, and an awareness that not all tools are found in all libraries.

The information given here does not cover every facet of the matter, but certainly indicates need for further study concerning training of teacher and student.

I cannot close without stressing the fact that our primary concern is adequate library service for students. School and public library both have great responsibility in this matter. There is need for communication, co-operation and coordination. We are all taking first steps in that direction and this is encouraging. Knowledge of library service and its use is vitally fill our place as a world power. necessary if we as a nation are to ful-

I LIVED ON KILIMANJARO

by Aina Abrahamson

The tropical rains came down in sheets, but our invaluable Land-rover kept climbing the steep, muddy road. After a fifty-mile trip to Moshi, the nearest town, we were returning to the Ashira Girls' School, 5000 feet up the slopes of Mt. Kilimanjaro, in Tanganyika, East Africa. I kept wondering how the library roof could possibly keep out that pounding rain—we had left a shipment of new books spread out on one of the two tables. But there was no need for worry: Rehemaeli and Gelite, two of the library assistants, had opened the door and had moved to safety any of the books in danger from the dripping ceiling.

Several months earlier, in July 1958, I had come to spend a year as librarian and teacher at this school for 170 African girls. When the principal took me on a tour of the campus, she went last to the library. I could understand her hesitation after she had opened the door. Inadequate furniture housed a very few usable books, several hundred Swahili and English pamphlets, plus dozens of books which well-meaning Americans had discarded and mailed as "gifts" to the school.

For the first two weeks I made no changes in the library—merely observed how it was used, and began to make plans for its reorganization. My classwork also began: English, physical education, choir, first aid, with one of the girls coaching me in Swahili. (All my teaching was in English, but I wanted to get beyond a three-word vocabulary: "Salaam," "Kwa-heri," and "Asante"—hello, goodbye, and thank you.) In a short time it became apparent that with the lecture method of teaching which the British system seemed to favor, the girls actually used the library very little.

Aina Abrahamson is librarian at Mark Twain Elementary School, Long Beach Unified School District.

Most of the African teachers had been trained in similar schools, and so they too were almost unfamiliar with its value. But before the principal and I could hope to give some library instruction, we had to produce a library.

The first step was to discard a large percent of the useless or worn out materials. Sponge, soap, and water cleaned up the rest, and with a little shellac on the spines, many of them looked so attractive that some girls asked if we had gotten new books. Through the following months, co-operating groups in the United States donated several hundreds of dollars. We mailed lists of needed books to group chairmen; they selected as many titles as their donations would allow, and sent these to a book jobber, who had the books shipped directly to our school in Africa. There was high excitement whenever one of the boxes arrived.

We also bought books in Moshi, but the bindings of these were inferior to those of books from the States. Most books on sale in Tanganyika are paperbacks, for the average person can afford only the cheapest book for his personal library. (Our school gardener was paid eight dollars a month.) Books are scarce too. Little has been written in Swahili, and although pupils are being taught English in Standard Four, or earlier, their command of the English is so weak that even teacher training students find it hard to understand much above the level of intermediate books. School budgets, moreover, have not allowed for the purchase of many library books. Meager as it was, our collection was near the top in this area—not a hard-won distinction: most schools have no library of any kind!

With the prospect of usable books, we needed furniture. Fortunately the school carpenter was an unusually skillful and intelligent African. I am quite sure he had never been in a library. But from the very simple sketches that I was able to make, he



Rehemaeli and Gelite on the Road to Moshi

built sturdy and attractive shelving, a newspaper rack, and a magazine rack that included storage space for back copies. The draperies which the girls sewed, and the lamp shades covering the bare light bulbs, helped to make the room more pleasant; and lighting a charcoal burner every other morning seemed to solve the problem of dampness. The tar material on the roof of our more than fifty-year-old building which was still keeping out rain when I left, will no doubt need occasional patching, for the rains have fierce power; but no one has written me that the new books have become mouldy.

In getting all this ready, it was exciting to discover several girls who proved to be as efficient and capable as library assistants in our American schools. With everything in readiness, the principal helped to arrange a

schedule. Once a week every class came to the library for half a period; half the class at a time; the other girls stayed with the teacher, who had a chance to cooperate in stimulating the girls in their reading. After several months of this program, the girls as well as the staff were learning to use reference materials, to take better care of the books, and to read just for the fun of it. Most reading up to this time had been for finding information. I remember showing one of the first new storybooks to a group of girls. Their eyes were shining, and I thought I had gotten the story across, until one girl frowned and raised her hand: "But what is the profit in it? You don't learn anything." Gradually, however, almost all of them came to agree with the familiar book week slogan: **READING IS FUN!**

SUMMER WORKSHOPS, 1960

BOOKS AND BEYOND

WORKSHOP IN CURRICULUM ENRICHMENT

By Marjorie G. Limbocker

"Without these media — books and audio-visual materials — one can see only a small part of the world. With them, we see yesterday unfold before our eyes and we see tomorrow coming up beyond the horizon, even while we experience today."

In these words, Mrs. Mary Peacock Douglas, Supervisor of School Libraries, Raleigh, North Carolina, set the stage for the Workshop held on the campus of San Jose State College June 20-24, by the Department of Librarianship, with the assistance of the Division of Audio-Visual Services.

"Books and Beyond—Workshop in Curriculum Enrichment" made available to its 200 participants discussions of books and audio-visual materials, and exhibits of these same materials. Its purpose was to present the newest and latest in curriculum enrichment possibilities to both the teacher and school librarian.

As Director of the Workshop, Mrs. Douglas each morning discussed the field of printed work and its relation to specific teaching areas. On the opening day of the conference Mrs. Douglas stressed books in the field of the social sciences. Her first presentation, concerned with peoples of foreign lands, was entitled "Our Neighbors Everywhere". This was followed by "Pursuers of the American Dream", a booktalk on America and its cultural foundations.

The Tuesday sessions were built around the science and mathematics curriculum areas. In presenting the

Marjorie G. Limbocker is Associate Professor of Librarianship at San Jose State College



topic "Conquest of Limitations" Director Douglas wove quotation after quotation from outstanding science titles into a fascinating story of man's constant struggle to try to conquer the world about him. She closed her Tuesday presentation with a quotation from Donald Culross Peattie's *A Cup of Sky*, which pointed up man's futile struggle with the ways of nature:

"The oldest voice in the world is the wind. When it murmurs in summer's leaves, it seems an idle trifler. When in the night it goes wandering by, setting the old house faintly to groaning, it sounds like a pilgrim that has lost the road. When you see it fitfully turning the blades of a mill lazily to draw water, you think of it as an unreliable servant of man. But in truth, it is one of our masters, obedient only to the lord sun and the whirling of the great globe itself."

On the third morning attention turned to literature and languages. Dozens of books, both old and new, were cited by Mrs. Douglas as she developed her theme "These Lifted My Horizon". Story-telling is communication between the possessor of a tale and a listener who wants to be possessed by the tale and the telling. All who attended the session on this

day agreed that Mrs. Douglas' story-telling was truly possessing.

The fine and applied arts keynoted the work on the fourth day of the symposium. Again, by citing authors, titles and quotations, this time with a background of pictures and music, Mrs. Douglas brought to a close four days of enrichment through the world of type, ink and paper.

The afternoon meetings were devoted to the study of related materials and techniques in the audio-visual field. Dr. James W. Brown, Dean of Graduate Studies Division, San Jose State College, presented a resource unit "Enriching With Sight and Sound" in which he showed the wide variety and amount of material available on a typical unit of study. Dr. Richard B. Lewis, Head of Division of Audio-Visual Services, San Jose State College, discussed new ideas and challenges for the teacher in his lecture "Enrichment—New Dimensions, A Formula for Course Analysis". Dr. Jerrold E. Kemp, Coordinator of Audio-Visual Production Services, San Jose State College, outlined various methods for the preparation of teaching materials, and provided continuous demonstrations of techniques in which each enrollee could learn by doing.

Mrs. Gaither Lee Martin, Coordinator of Closed Circuit TV Projects, San Jose State College, surveyed the area of educational television and its possible role for the future. She was assisted by Mrs. Emma Ruth Christine, Librarian, Palo Alto High School, who presented a booktalk over closed circuit TV.

A lesson by Dr. William B. Sanborn, Director of Instructional Materials, San Francisco Unified School District, demonstrating the use of all types of teaching aids, was the culmination of the Workshop week.

In addition to the specialists named above, the workshop staff included:

Mrs. Marjorie Limbocker, Associate Professor of Librarianship at San Jose State College, who served as Assistant Director of the Workshop; Miss Jean Nelson, Librarian at Hinsdale, Illinois, High School; Mrs. Irene Norell, Assistant Professor of Librarianship, San Jose State College; Dr. Shirley Hopkinson, Assistant Professor of Librarianship, San Jose State College; and Leslie H. Janke, Head of the Department of Librarianship at San Jose State College.

Adequate time was provided each morning and afternoon for individual browsing and examination of material. This was an important aspect of the workshop. Materials of all types had been selected and set up for this purpose, and it was expected that the general discussions would be supplemented by individual work. More than seventy commercial exhibits provided a vast array of teaching aids for this purpose. Additional displays of related materials were also available for inspection throughout the college library.

The week-long conference included a trip to the San Jose IBM plant where members were privileged to view the Ramac machine, up-to-date ideas on information retrieval, and the plant libraries.

Workshop members represented all of the western states and such far-away places as Texas, New Jersey and Virginia. Though members were, in the main, school librarians and teachers, curriculum directors, supervisors, audio-visual directors and school administrators were also in attendance.

The proceedings of this workshop have been published. Information on purchasing copies of this publication will be found elsewhere in this issue of the *SLAC Bulletin*.

IMMACULATE HEART WORKSHOP ON GUIDANCE FOR THE GIFTED

By Barbara Canady

"Reading Guidance for the Gifted" was the subject of a two-week institute held at Immaculate Heart College last summer and made possible through a grant from the Grolier Society. Sixty librarians, teachers, and supervisors participated in the institute under the outstanding leadership of Dr. Lillian L. Batchelor, Supervisor of Secondary School Libraries for the Philadelphia Public Schools.

A session which will be long remembered by the participants was the informative talk by Dr. Leon M. Lessinger, State Project Consultant for Programs for Gifted Pupils, who revealed some results from the California Study on Programs for Gifted Pupils, which will soon be published. Other inspirational speakers throughout the institute were: Mrs. Mildred Frary, Supervisor of Elementary Libraries for the Los Angeles City Schools; Miss Mary Louise Jones, Secondary Curriculum Coordinator for the Los Angeles City Schools; Mr. Tyrus G. Harmsen, Librarian of Occidental College; Mrs. Edith Bishop, Head of the Young Adults Services of the Los Angeles Public Library; and Mrs. Patricia Box, a parent.

After separating into eight subgroups, the participants met daily following the general session to exchange ideas and work on related projects. The reports of the group projects were presented in the final two days of the institute. Especially well received were some excellent bibliographies from projects in the fields of science for the high school honor student and folklore for the gifted child in the elementary grades.

Added attractions of the institute were the welcoming tea for Dr. Batchelor and a buffet dinner on Thursday of the final week. But most participants were particularly grateful for the wonderful coffee and punch

breaks which made the hot afternoons seem short. During these get-acquainted sessions, plans were made for trips to an elementary and to a secondary school library, and the "out-of-towners" arranged trips to the Huntington Library and other southland points of interest.

WORKSHOP PROCEEDINGS AVAILABLE

For Proceedings of the workshop on "Reading Guidance for the Gifted", send \$3.00 to Immaculate Heart College, 2021 North Western Avenue, Los Angeles 27.

For *Books and Beyond*, the Proceedings of the San Jose workshop, including complete text of Mrs. Douglas' presentations, send \$2.00 to the Sparitan Book Store, San Jose State College.

DO YOU KNOW —

that Edith Bishop contributed to the September 1960 *Junior Libraries* an article entitled "Reference Questions — How Well Do We Answer Them?"

that the same issue of *Junior Libraries* includes an article by Lois Fannin: "Take a Realistic Approach to Student Assignments"?

that Margaret Spengler edited ALA's *Basic Books for Junior High Schools*?

that about twenty SLAC members contributed to the August issue of the *California Journal of Elementary Education* — an issue devoted to school libraries?

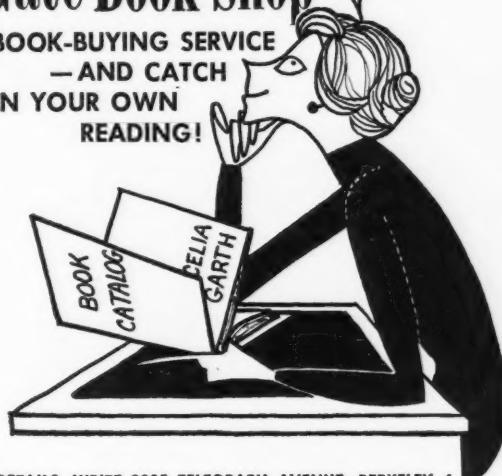
that several members of SLAC, among them Charlotte Davis and Wilma Bennett, contributed to the symposium on the library in the *California Journal of Secondary Education* for May 1960?



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SOUTHERN SECTION MEETINGS

Dec. 3, 1960 Beverly Hilton Hotel
Group meetings 10:00 A.M.
Luncheon and speaker

Mar. 18, 1961 North San Pedro
Exhibits and group meetings
Luncheon; group meetings

May 6, 1961 Rancho Santa Fe
Details later

FOR THE ASKING

Available upon request plus 24c to cover postage: "The American Negro; an annotated bibliography," prepared by a Library Science student. Write to Sister Lucile, Dean, School of Library Science, Immaculate Heart College, 2021 North Western Avenue, Los Angeles 27.

NORTHERN SECTION MEETINGS

January 21, 1961
Pacific High School, San Leandro
Speaker: Dr. Michael A. Vallon

April 22, 1961
Sir Francis Drake High School
Details later

WHAT CAN YOU SHARE?

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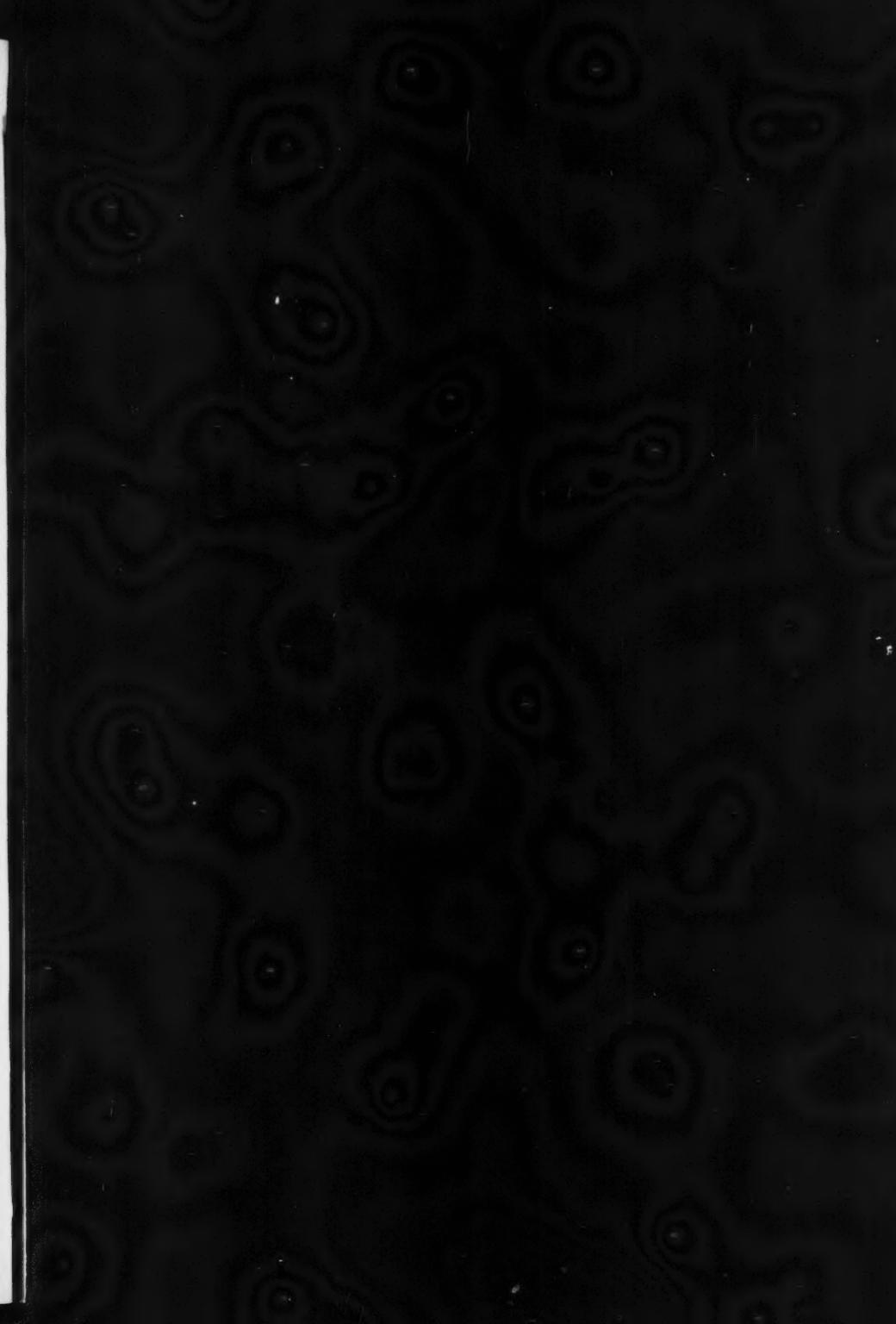
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By DUANE BRADLEY. Illustrated by Anne Marie Jauss. The story of the systems, methods and devices man has used to measure time. Grades 4-6. \$2.75

Send for FREE catalogs of books for (1) elementary and junior high, (2) high school.

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THE KEY TO PARIS

By MARJORY STONEMAN DOUGLAS. The geographical, cultural and historical aspects of the City of Light. 24 photographs, map and index. Grades 4-6. \$2.75

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By FRANCES ROGERS. Illustrated by the author. An exciting history of graphic communication from cave painting to movable type. Grades 6-9. \$3.50

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